**Level 2 setting visit & panel guidance**

This guide is for professionals taking part in the Level 2 award setting visits.

**Prior to the visit setting managers/inclusion lead should have:**

* A copy of the Level 2 criteria
* Reviewed the original panel feedback form from when the setting achieved Level 1 Award.
* Reviewed the setting’s progress made since undertaking the completion of AET audit (e.g., Review your Action plan).
* Completed the settings Brighter Beginnings Level 2 questionnaire.
* Spoke and gained parental permission for the parent named in the Brighter Beginnings parent consent form to enable a panel member to contact the parent before or after the visit has occurred.

**Settings have been advised that panel representatives will:**

* Speak to a selection of the setting staff (including the inclusion lead) in an informal way about your setting’s inclusive practice;
* Observe how the setting records and stores information about children;
* Observe the setting’s CPD (training, videos, webinars, websites etc.) records in regards to inclusion.
* Observe how staff interact with children in your setting;
* Observe how staff use differentiation to inform planning;
* View a selection of staff development plans.

**During the visit, managers/inclusion leads must talk panel members through a SEND learning walk that covers:**

* How the setting meets the needs of children with SEND within the framework of the Early Years Foundation Stage.
* That the setting has established (or is developing) their practice in accordance with all relevant Autism Education Trust [early years standards](http://www.aettraininghubs.org.uk/wp-content/uploads/2014/09/AET-early-years-autism-standards_final.pdf)
* That all staff have established or are developing in competencies appropriate to their needs and role, in accordance with the Autism Education Trust [early years competency framework](http://www.aettraininghubs.org.uk/wp-content/uploads/2014/09/AET-early-years-autism-competency-framework_final.pdf) and the Speech, Language, Communication Needs [Framework](https://www.slcframework.org.uk/).
* Embedded and effective use of action planning.
* Evidence of staff development in relation to inclusion.
* Evidence of Individual Education Plans (IEPS) /SEN Support Plans.
* Evidence Inclusion Lead has used recommended observation/assessment tools
* Continued support from the Early Years SEND team.
* Evidence of child progression as a result of inclusion friendly practice (e.g. tracking documents, IEPS, parent feedback).
* Building on Level 1 award (acted on any recommendations)

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| **Feedback**  |
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